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P.O. Box 30008, Lansing, MI 48909  
Phone: (517) 335-0471

# The Assist

*Helping to Improve Access to and Progress in the General Curriculum*

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## Federal and State Summer Updates

Dear Readers,

The MI-Access staff would like to welcome back educators across the state. We hope you had a pleasant summer and that you have arrived back at school refreshed and ready to face the challenges of a new year.

In this issue of *The Assist* we will bring you up to date on the many developments that have taken place over the last few months. For example, newly signed legislation (*No Child Left Behind*) and its accompanying regulations will soon impact all schools and the entire assessment system here in Michigan. (See the article titled "*What Is No Child Left Behind?*")

Also, the MI-Access performance standard cut scores recommended by our standard-setting panels are going through a rigorous approval process similar to that used for the Michigan Educational Assessment Program (MEAP) cut scores. (See the article titled "*MI-Access Cut Scores Move Through Approval Process.*") The extensive approval process means that instead of having MI-Access results back in districts by June, they will now be returned early in the fall.

In addition, we are preparing a detailed MI-Access Handbook to assist educators and parents with interpreting MI-Access reports. It includes information on MI-Access itself and its history, as well as detailed descriptions of each report form and sample case studies showing some of the ways in which results can be used to

inform instruction and improve student performance. (See the article titled "*What Does All This Data Mean?*")

This summer we have also been busy conducting research to determine rater reliability for MI-Access; have made a presentation on MI-Access to the State Board of Education-appointed Education Yes! Advisory Committee; are moving aggressively forward with developing a proposed Phase 2 assessment plan for fall field review; are developing 2002/2003 training materials; and are revising the 2002/2003 Coordinator/Administration Manual.

Other immediate tasks at hand include obtaining Coordinator designations from districts as well as estimates regarding the number of training materials needed and the number of students participating in alternate assessment. (See the article titled "*Numbers, Numbers, We Need Numbers!*")

We know this is a lot to digest in the first few weeks back at school, but we are excited by all that has been done over the summer to keep MI-Access moving forward. As always, we welcome your thoughts and ideas about the program and are thankful for your continuing support.

Sincerely,

Peggy Dutcher  
Coordinator, State Assessment  
for Students with Disabilities  
E-mail: [dutcherp@mi.gov](mailto:dutcherp@mi.gov)



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Education and the U.S. Office of Special  
Education.

#### NOTE: MI-Access Reports Now Due to Districts Fall 2002

Originally, MI-Access results were scheduled for return to districts in June 2002. Michigan's rigorous approval process for cut scores, however, has pushed the date back. **MI-Access results are now scheduled for release in fall 2002.** We recognize that this may cause some educators and parents some inconvenience, but it is only for this first year. In future years, results will be returned in June. Thanks for your patience!

## NOTES FROM THE CONTRACTOR

The 2002/2003 MI-Access assessment season has begun! To keep things moving smoothly, we need the following information from you as soon as possible.

1) **Coordinator Designation Forms** – These forms were mailed to districts in early August. They indicate the names and addresses of the District and School MI-Access Coordinators we have in our database from last year. Please update and correct these forms as necessary – or initial "no changes" – and return them as indicated.

2) **Projected Teacher and Student Count Forms** – These forms were included in the same mailing. They should be returned to BETA/TASA no later than September 4th.

MI-Access training materials will be mailed to districts in October, prior to the MI-Access Conferences scheduled for October 18th in East Lansing, October 24th in Grand Rapids, October 31st in Livonia, and November 7th in Gaylord. Each teacher and other special education professional who will be involved in the administration of MI-Access should receive a training packet. Please

indicate the number of assessment administrators needing training materials on the Projected Teacher and Student Count Form.

Also indicate the estimated number of students in each age group in the district who will be assessed with either MI-Access Participation or MI-Access Supported Independence, or who will be eligible for Phase 2 MI-Access. If there are no students in your district participating in any of the MI-Access assessments, initial where indicated. These estimates will help us determine how many assessment booklets and student observation sheets to print.

3) **NEW THIS YEAR! Pre-printing Option** – Your students' names and identifying information can now be pre-printed on the appropriate Student Observation Sheets if you send us the information on a disk by September 23, 2002. Call the MI-Access Hotline at 1-888-382-4246 or e-mail us at [mi-access@tasa.com](mailto:mi-access@tasa.com) for format specifications.

Please contact us immediately at the number or e-mail address above if you did not receive either of the forms mentioned.

## MI-Access Cut Scores Move Through Approval Process

As reported in the previous issue of *The Assist*, more than 75 special education experts met over the course of four days in April 2002 to recommend performance standards (cut scores) for the MI-Access Participation and Supported Independence assessments.

The recommendations have traveled a long way since then. They were

- reviewed by MI-Access committees, including the Technical Advisory Committee, which is comprised of nationally known psychometricians;
- reviewed by the Office of Special Education and Early Intervention Services staff and director;
- reviewed by Thomas Watkins, Superintendent of Public Instruction; and

- presented to the State Board of Education-appointed Education Yes! Advisory Committee.

The cut scores will complete the last leg of their journey when they are presented to the State Board of Education (SBE) this summer. The approval process has been long and rigorous, but it will ensure that MI-Access results have the full approval and support of the Department and the SBE. What has been most impressive is the care, thought, and dedication that has been demonstrated at all levels—from the standard-setting panels through the Board—to make sure the MI-Access performance standards are fair and meaningful. Our thanks to everyone who has been involved in the process.

## Thanks to Rochester!

The Alternate Assessment Advisory Committee (AAAC) has continued its research related to the development of the Phase 2 alternate assessments. In its quest for information and insight about Phase 2 students and programs, the AAAC again took to the road, this time traveling to Rochester Community Schools. Committee members were welcomed by Roberta Greenblatt and Deborah Norton, Teacher Consultants.

Roberta and Deborah began the day with an informative presentation on students who would be considered likely Phase 2 candidates. They described the behaviors, learning characteristics and histories of actual students. Roberta and Deborah also engaged AAAC members in a discussion of the instructional needs of the student examples, and how and why they would be eligible for MI-Access.

The committee then divided into two groups for tours of Hamlin and Brooklands Elementary Schools. Members were able to observe Rochester staff conducting instructional and assessment procedures with students. After the tours, AAAC members gathered to discuss what they had seen and how an alternate assessment program could address the many unique student characteristics observed. Committee members commented on how informative the day was and how it would surely help shape plans for Phase 2 assessments.

Our hosts, both students and staff, were gracious and helpful as AAAC members asked many questions and mingled with them during classroom activities. It was a day that was both informative and appreciated.

Thanks again Rochester!

## MI-Access Wins Second Award

MI-Access videos continue to garner international attention for their high quality and content. This time, the "MI-Access All Kids Count Preview Video" was granted a Silver Axiem Award. Axiem (which stands for Absolute Excellence in Electronic Media) Awards™ is an international program created to honor local, regional, national, and international electronic excellence — or, as the promotional materials explain, "recognize genius in the science of creativity."

Axiem Award judges are top electronic media industry professionals from across

the country who are nominated by a distinguished panel of their peers.

Judging is based on a point system covering four main areas: innovation, creativity, technical merit, and overall quality of experience. The MI-Access videotape received honors in the international competition, educational category.

The MI-Access staff will happily display the new trophy alongside its Telly Award, which was granted in 2001 to the full MI-Access training videotape.

Congratulations to all involved!



## Numbers, Numbers, We Need Numbers

Right now, numbers are extremely important to MI-Access in a number (no pun intended) of ways. First, BETA/TASA—the MI-Access operational contractor—is in the process of gathering estimates from District MI-Access Coordinators. The contractor needs to know (1) how many teachers and other professional staff are likely to administer MI-Access, so they can ship the appropriate number of training materials, and (2) how many students are likely to participate in MI-Access assessments, so they can ship the appropriate number of assessment materials. The more accurate districts are with their estimates now, the less faxing they will have to do later to obtain the right amount of materials.

Numbers also are important to the federal government. As explained in previous issues of *The Assist*, states are required to report the total number of students—including those with disabilities—participating in assessment.

In Michigan, MEAP assessment materials capture the total number of students—including those with disabilities—participating in any part of the MEAP, even with assessment accommodations. The current

Phase 1 MI-Access assessment materials, on the other hand, capture the total number of students with disabilities taking MI-Access Participation and Supported Independence assessments.

But there still are a significant number of students with disabilities who fall in between those two categories who need to be counted. Therefore, the *Students Eligible for Phase 2 MI-Access Scan Form* was created. (Last year this form was referred to as the *Determined by IEP Team [Not Participation or Supported Independence] Scannable Form*, but the name has been changed since these students are really the ones who will be covered by Phase 2 MI-Access once it is developed.)

This form **MUST** be filled out for any student who is not taking any part of the MEAP or the MI-Access Participation or Supported Independence assessments. On the form, teachers must indicate what other form of assessment the IEP Team has determined to use to assess student progress. Detailed instructions on how to complete the form will be included in the 2002/2003 Coordinator/Administration Manual, which is due to districts in January 2003.

# What Does All This Data Mean?

This fall when MI-Access results are returned to districts, there will be numerous report folders, a myriad of reports, and tons of numbers. Sorting through all of it may seem overwhelming, particularly during this first year.

For that reason, MI-Access staff has prepared a results handbook. (A companion executive summary CD-ROM will also accompany the handbook.) The document—titled "Winter 2002 Handbook: Using and Interpreting MI-Access Reports"—is designed to help educators, parents, and other stakeholders make sense of the wealth of new MI-Access data.

The handbook describes

- how and why MI-Access was developed,
- how the assessment is designed,

- how teachers score students,
- how the performance standards were determined,
- how the assessment results are reported and distributed, and
- how the results can be used to improve decision making, programs, instruction, and student performance.

As the handbook explains, the wealth and breadth of MI-Access data now available

can be used in creative and meaningful ways—ways that will inform decision making, which, in turn, can result in better learning and improved student performance. (The Table below shows the various reports that will be generated using MI-Access data.)

The handbooks will be shipped to districts with the results in fall 2002. Look for them to arrive in schools shortly after that.

## MI-ACCESS RESULTS REPORTS

Reports	State Folder	District Folder	School Folder	Classroom Folder
Summary Reports	X	X	X	
Listing Reports		X	X	X
Frequency Reports	X	X	X	
Participation Rate Reports	X	X	X	
Parent Reports			X	
Individual Student Reports				X
Disaggregated Summary Reports	X	X		
Student Labels			X	

## MI-Access Fall Conference Schedule

As reported in the last issue of *The Assist*, this fall is the time to review training procedures and get questions answered about MI-Access. Four MI-Access conferences have been scheduled around the state in hopes that one of the days and locations will be convenient for you to attend.

Topics covered include determining which state assessment students should take, the differences and characteristics of various levels of independence in adult life roles, supported independence and prompting, individual student response modes, determining "as expected for this student," how to use MI-Access training materials, how to interpret and use MI-Access results, how to communicate with diverse audiences, and innovative ideas for implementing MI-Access.

Following are the dates and locations of the conferences from which you can choose:

Friday, October 18  
Kellogg Center  
East Lansing, MI

Thursday, October 24  
Crowne Plaza  
Grand Rapids, MI

Thursday, October 31  
Holiday Inn  
Livonia, MI

Thursday, November 7  
Tree Tops Resort  
Gaylord, MI

Please remember to bring your 2002/2003 MI-Access Training materials (which will be shipped to District MI-Access Coordinators the first week of October 2002) with you to the conference. The registration fee is \$75 and includes SB-CEU credits, a conference binder and materials, a continental breakfast, lunch, and snacks.

You may register using the flier distributed in August by the Michigan Institute for Educational Management (MIEM) or online at [www.gomiem.org](http://www.gomiem.org).

We look forward to seeing you this fall.



# Phase 2 MI-Access Update

Sheila Potter, Director of Curriculum Services, BETA/TASA



Sheila Potter

In light of our August 2002 deadline, the MI-Access Phase 2 Assessment Plan Writing Team has been moving at a "breathless" pace. Our charge is to draft a proposed plan for the Phase 2 alternate assessments, which will include information such as who is to be assessed, what is to be assessed, the format(s) of the assessments, and prototypical assessment items.

In May we began our work by attempting to define the diverse group of learners who would likely participate in Phase 2 MI-Access. That includes students whose IEP Teams have determined it is inappropriate for them to participate in the MEAP, the MEAP with assessment accommodations, and the current MI-Access Participation and Supported Independence assessments. (Because there is such a wide range of students in this group, we have begun to refer to them as the "Grand Canyon" students. Our thanks to Harvey Burkhour for his metaphorical thinking!)

We identified various features of these students in five categories – cognitive/physical ability, social/behavioral characteristics, knowledge and skills (reading, language arts, mathematics), instructional/assessment strategies, and expectations/adult life roles.

Although we continually return to our descriptions and refine them as we gain new insights into the broad and complex nature of the "Grand Canyon" students, we know there are three basic groups. At one rim of the canyon are the students who will participate in some part of the MEAP (with or without assessment accommodations) and the alternate assessment in either English language arts (ELA) or mathematics. (For example, a student might take the fourth grade MEAP in math and the fourth

grade Phase 2 alternate assessment in ELA.) At the other rim of the canyon are students who will take *only* the Functional Independence alternate assessment, which (1) is indirectly aligned with state content standards and (2) uses the AUEN performance expectations as a guide when developing the assessment item specifications. In the middle is a large group of students who will take alternate assessments in ELA and math (with or without accommodations) or the Functional Independence assessment.

In May, we also began "unpacking" content standards and benchmarks, not unlike the steps

the standard level across all grade clusters. Both committees recognized potential future uses for their work in the design of curriculum, instruction, and classroom assessment.

In June the team completed the "unpacking" process, determined which standards and benchmarks are more appropriately assessed statewide, prioritized assessment content, and began to shape activities by constructing concrete examples.

As of July 1, our Writing Team had met five days. Three of those days consisted of

marathon 12-hour sessions (gently, but inaptly, termed "retreats") during which we experienced several breakthroughs in our thinking and made monumental progress.

Since the early days, we also have become fairly conversant with a number of documents and resources, including the *Michigan Curriculum Framework Content Standards* and *Benchmarks in ELA and mathematics*, the MI CLiMB CD-ROM, the AUEN Functional Independence Performance Expectations, other

states' alternate assessment efforts, the Phase 1 development process, and IDEA and ESEA mandates.

We are grateful to Bruce Budzynski, MDE Mathematics Consultant, who was able to spend an afternoon with us during the retreat, and to team member Deborah Norton, who presented information about the state document, *Exit Performance Assessments – Educable Mental Impairment*. Examples from this material will be useful to us in our planning.

Although formidable challenges lie ahead, the Phase 2 Plan Writing Team deserves thundering applause for its efforts to date. We will keep you apprised of our swift but thorough progress in future issues of *The Assist*.



curriculum study groups tackle as they develop grade-level indicators. Two groups—one focused on mathematics and one on ELA—(1) examined each standard and benchmark in their subject area to "unpack" meaning; (2) generated examples of student work for standards and benchmarks (that is, what they look like in the classroom); (3) considered how benchmarks might be assessed in the classroom; and (4) indicated related AUEN Performance Expectations.

The MI-Access Phase 2 ELA committee separated into smaller elementary, middle school, and high school groups and "expanded" or rewrote each benchmark for Phase 2 students and their grade cluster, while math members remained as one group, unpacking and citing evidence at

# Part of the Team

Written by Pam Nyhof, Special Education Teacher, Comstock North Elementary School

As a special education teacher, I have frequently heard complaints from my regular education cohorts about the standardized tests they have to deal with multiple times a year. It was something I was able to tune out easily because it never involved my students.

Now that MI-Access has been developed, I can relate more to what they said. I feel some of the same trepidation about giving the test, about how my students will perform, and about how I am teaching so my students can be successful on the test. Even though I am always very concerned about the effectiveness of my teaching, knowing that my students will be taking a state-mandated test makes it just a bit more intimidating.

This past spring, I was given the opportunity to be part of a standard-setting panel that worked on recommending performance standards (cut scores) for MI-Access Participation and Supported Independence. We met for a couple of days in Lansing and worked with Beck Evaluation and Testing Associates staff who facilitated the standard-setting process. The panels included many different teachers and school specialists from across the state.

The process we went through was extremely interesting. Before we actually worked on setting standards, we received considerable instruction on what standards do and what they mean. We learned a lot about how other tests are standardized and what an intensive process it is to set standards. We went through different exercises to prepare ourselves for the standard-setting sessions. We spent time in smaller groups of about fifteen people and then we got together as a whole group to share the important points of what we discussed.

One of the most interesting things I observed was how a discussion could start out with "polar" viewpoints and eventually work its way around to consensus. The people in the group would share their views and discuss how they had arrived at them. As people shared and worked through differing opinions, the group eventually came around to a mutually agreeable point of view.

It was exciting to see the passion shown by all of the people involved. They were not there to get a day off from their regular activities—they were there because they wanted to make sure their students were evaluated fairly and meaningfully by a state-mandated test.

I feel good about the experience I had and am very impressed by the work that has gone into MI-Access. Many people have

worked, literally, for years to make this a meaningful assessment for students and for teachers. When others say they think the test is a joke or something that was written by people who do not know the students it assesses, I will speak up and set them straight. I know the truth. I participated in the process, and I believe in its validity. Michigan is truly a leader in special education, and I'm proud to be part of the "team!"

## What Is No Child Left Behind?

Shortly after taking office in January 2001, President Bush announced his idea of No Child Left Behind. Less than one year later, that "idea" was signed into law, creating the No Child Left Behind Act (NCLB), enacted January 8, 2002.

The Act, which reauthorizes the Elementary and Secondary Education Act (ESEA) of 1994 (Title 1), is designed to (1) increase accountability for states, districts, and schools; (2) expand choices for parents and students, particularly those attending low-performing schools; (3) provide greater flexibility for states and local educational agencies in the use of federal dollars; and (4) increase emphasis on reading, especially for young children.

NCLB is important to MI-Access because it requires states to implement a single accountability system covering all public schools and *all* students. The system must include "challenging state standards" in reading and mathematics. In addition, the new Act requires annual testing for all students in grades 3 through 8, and one year in high school in mathematics and reading/language arts. Also, science must be assessed once each in elementary, middle and high school. Michigan currently assesses science in grades 5, 8 and 11. The assessments must include *all* students, including those with disabilities, and results must be broken out by poverty, race, ethnicity, students with disability, and limited English proficiency to ensure that no group is left behind.

NCLB has close ties to IDEA 1997, which also requires states to create comprehensive assessment systems that include *all* students. By developing the Michigan Educational Assessment System (MEAS)—which includes the Michigan Educational Assessment Program (MEAP), MI-Access, and ELL-Access—the state is in a good position to comply with both NCLB and IDEA.

What does NCLB mean for MI-Access? First, students with disabilities will now need to be assessed in grades 3 through 8 and one year in high school. That means MI-Access Participation and Supported Independence will need to be expanded to cover more students. (At present, they are administered only to students who are 9, 10, 13, 14, 17, and 18 years old. Ages 11 and 12 will be added no later than 2005/2006). In addition, Phase 2 MI-Access must include mathematics, English language arts (ELA), and science assessments. The first two assessments—mathematics and ELA—must be ready for administration in 2005/2006, and the science assessment must be ready for administration in 2007/2008.

We will keep you up to date on developments related to NCLB in future issues of *The Assist*. In addition, you may want to visit [www.nochildleftbehind.gov/](http://www.nochildleftbehind.gov/) to learn more about the new Act and [www.nasdse.org/home.htm](http://www.nasdse.org/home.htm) to see how NCLB and IDEA are connected.

## MI CLiMB CD-ROM Is Great PHASE 2 Tool

As part of the development of the Phase 2 Alternate Assessment, the Phase 2 Assessment Plan Writing Team has spent many labor intensive hours reviewing the Michigan Curriculum Framework, Content Standards, Benchmarks, and the AUEN Functional Independence Performance Expectations. Team members worked to resolve content, format and alignment issues for the Phase 2 assessments. Under the direction of Bruce Budzynski, MDE Mathematics Consultant, the team used the MI CLiMB CD-ROM extensively in this process and found it to be a very useful tool. The article below is taken from the Michigan Technology Implementation Project (MTIP) Web site ([www.MTIP.org](http://www.MTIP.org)) and provides more detailed information about MI CLiMB. The site is very informative and is highly recommended as a source of information about the Michigan Curriculum Framework.

## INTRODUCING MI CLiMB

### Clarification of Language in Michigan Benchmarks

Twenty-four months ago the first group of teachers sat down to begin the arduous task of clarifying the better than twelve hundred benchmarks of the *Michigan Curriculum Framework*. The work continued around the state for the next seven months and when the clarifications were completed over 1,400 teachers and subject specialists had written and reviewed benchmark clarifications for MI CLiMB.

The Michigan Department of Education is happy to announce the release of the MI CLiMB CD-ROM. Since April 30, 2002, teachers throughout Michigan have had access to their own copy of the MI CLiMB CD-ROM. Distribution of the CD-ROMs will be made through the 57 ISDs and RESAs in Michigan. Additional partners are the public school districts in Detroit, Flint, Kalamazoo, Port Huron, Saginaw Township, Southfield, and Wayne-Westland as well as the Association of Non-Public Schools.



The standards and benchmarks have been the basis of instruction and assessment in Michigan since the State Board of Education approved them in 1995. Michigan's standards and benchmarks use the specialized language of each discipline. This language has not always been clearly understood by all those expected to use it.

MI CLiMB will clarify the meaning of the *Michigan Curriculum Framework* by defining the specialized language of each benchmark, and by providing an instructional example, an assessment example, and resources. MI CLiMB will assist teachers with creating lessons that use groups of benchmarks within subjects and integrate benchmarks across the curriculum to provide the best instruction possible. Michigan teachers are using technology as a powerful ally in improving instruction for our students—Michigan's most important resource.

### Find Your Local Rep to Obtain the MI CLiMB CD-ROM and Training

Free CD-ROM copies have been made available to individuals through intermediate school districts since March 2002. You can publicize the MI CLiMB CD-ROM by using the materials on the "Spread the word about MI CLiMB" page.

MI CLiMB training is coordinated by the Center for Sustained Learning Regions. For more information about the regions or about the training content, contact your local representative or:

Samuel E. LoPresto  
Center for Sustained Learning Regions  
1001 Centennial Way, Suite 300  
Lansing, MI 48917

(517) 327-9263 Fax: (517) 327-0771  
[lopresto@gomasa.org](mailto:lopresto@gomasa.org)

College and university teacher prep programs should contact Kathleen Stacey ([cta\\_stacey@online.emich.edu](mailto:cta_stacey@online.emich.edu)) at Eastern Michigan University (734-487-6570) for CD-ROM distribution and training.

Parochial schools should contact Glen Walstra ([gwalstra@m-a-n-s.org](mailto:gwalstra@m-a-n-s.org)) at the Michigan Association of Non-Public Schools (517-372-0662) for CD-ROM distribution and training.

## GLOSSARY



**Performance Standard:** A statement or description that may be used to guide judgments about the location of a cut score on a score scale. The term often implies a desired level of performance.

**Standard setting:** A judgment process using expert judges to determine a specific point on a scale as a frame of reference for interpreting test scores ("How good is good?").

**Cut score:** A specific point on a score scale, such that scores at or above that point are interpreted or acted upon differently from the scores below that point. (*Standards for Educational and Psychological Testing*, 1999.)

**Content Standards:** Standards—as identified in the Michigan Curriculum Framework—that are "presented as models for the development of local district curriculum by the Michigan State Board of Education and the Michigan Department of Education. They represent rigorous expectations for student performance and describe the knowledge and abilities needed to be successful in today's society."

**Benchmarks:** While content standards describe what all students should know and be able to do in certain broad subject areas, benchmarks indicate what students should know and be able to do at various developmental levels (i.e., early elementary, later elementary, middle, and high school) within the content standard.

### ★ Important Date Change!

The MI-Access Live Teleconference was originally scheduled for mid-January but has been moved to January 29, 2003. Details will be available soon. Please note this on your calendars.

## Important MI-Access Dates

**2002 assessment results will be shipped  
as soon as available in the fall.**

**MI-Access Training Materials to Districts**  
Week of October 1, 2002

**MI-Access Conferences**  
October 18 – East Lansing @ Kellogg Center  
October 24 – Grand Rapids @ Crowne Plaza Hotel  
October 31 – Livonia @ Holiday Inn  
November 7 – Gaylord @ Tree Tops Resort

**MI-Access Teleconference**  
**New Date • January 29, 2003**

**2003 Assessment Window**  
February 17 – March 31, 2003

**Ship MI-Access Assessment Materials to BETA/TASA**  
by April 11, 2003.



## Bookmark these Web sites:

No Child Left Behind Information -  
[www.nochildleftbehind.gov/](http://www.nochildleftbehind.gov/) and  
[www.ed.gov/offices/OESE/esea/](http://www.ed.gov/offices/OESE/esea/)

IDEA connections with No Child Left Behind –  
[www.nasdse.org/home.htm](http://www.nasdse.org/home.htm)

MI CLIMB information – [www.MTIP.org](http://www.MTIP.org)

New MDE Web site – [www.mi.gov/mde](http://www.mi.gov/mde)

This newsletter related to the assessment of students with disabilities is distributed to local and intermediate superintendents, directors of special education, MI-Access Coordinators, MEAP Coordinators, SEAC, Special Education monitors, MDE staff, school principals, Parent Advisory Committees, and institutes of higher education. *The Assist* may also be downloaded from the Office of Special Education and Early Intervention Services section of the MDE Web site. [www.mi.gov/mde](http://www.mi.gov/mde).



Michigan Department of Education  
MI-Access, Michigan's Alternate Assessment Program  
P.O. Box 30008 Lansing, MI 48909